



CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1944-45

HIRAM W. EDWARDS, Secretary of the Committee and Director of Relations
with Schools, University of California

I. INTRODUCTION

This is the fourth annual report of the California Committee for the Study of Education. Each of the three preceding reports were published through the courtesy of the Western Association of Colleges and Secondary Schools in their Annual Bulletins.

Establishment. The California Committee for the Study of Education was founded in the fall of 1940 by the Affiliation Committee of the University of California and the Association of California Secondary School Principals. The purpose of the Committee was to extend the idea of the Affiliation Committee to include the California Junior College Federation, the Association of California Public School Superintendents, the State colleges, the State Department of Education, and the Western Association of Colleges and Secondary Schools.

Membership. It was agreed that the Committee should consist of twelve individuals representing the organizations listed above. The members are appointed by the executive heads of the organizations for a period of three years. A rotation plan for the retirement of four members each year preserves committee continuity. The names of the members of the California Committee, the Steering Committee, and of the several subcommittees are included in Section IV of this report.

Purpose. As its name implies, the California Committee for the Study of Education is essentially a study committee. It is a deliberating body, chiefly concerned with the clarification of issues and working out of plans for the analysis of problems. Subcommittees are utilized, each one specifically selected for the purpose of studying an assigned problem. The personnel of subcommittees includes representation from various school levels, and the individuals selected are those who have an interest in the problem concerned. The duties of the California Committee are, therefore, threefold—namely, the selection for study of various problems in articulation, the appointment of subcommittees to collect information and make recommendations, and finally, the weaving of a pattern of articulation that will best serve the needs of the California school public.

Policy of the California Committee with Reference to the Endorsement of Subcommittee Reports. Considerable thought has been given to the kind and degree of responsibility which the California Committee should take for the reports of its subcommittees. During the past year, the following statement of policy was prepared and adopted by the Committee:

1. The committee will make every effort to
 - a. Choose problems of practical importance.
 - b. Select committees whose members are competent and representative.
 - c. Oversee the work of the subcommittees to insure that they follow their assignments.
 - d. Review the reports to see that they present the facts adequately and interpret them fairly, in some cases seeking the assistance of others.
2. If the Committee is satisfied on these points, it will endorse the report, make it public, and direct it specifically to the attention of the organizations having representation on the California Committee.
3. It is understood that the endorsement of the Committee does not necessarily constitute complete agreement with the conclusions of the report, but that it represents approval of the procedure followed and of the collection and presentation of facts, and a recognition that interpretations and recommendations are reasonable and worthy of serious consideration by educators of the state.

Financial Assistance. Work such as the California Committee has undertaken requires funds to cover clerical and occasional publication expenses. Many of the subcommittees have been able to carry on their studies without the expenditure of money. This, however, is not always possible, and consequently, from time to time contributions have been solicited from interested organizations.

For the most part, final reports have been published through the generosity of the sponsoring agencies of the *California Journal of Secondary Education*, *California Schools*, the annual publications of the Western Association of Colleges and Secondary Schools, and *California Notes*. Some reports, such as that of the first Subcommittee on Foreign Language, are too bulky for publication in any of the journals or bulletins, and consequently, must be printed by independent means.

Since members of the subcommittees are usually teachers or administrative officers, it is not always possible for them to undertake the collection of pertinent data. Where available, funds have been allocated

for this purpose. The following financial report prepared as of March 21, 1945, may be of interest:

1. Publications Pool:

(a) Receipts:

From contributions	\$425.00
From sale of Report of Subcommittee on Foreign Language	68.73
Total Receipts	\$493.73

(b) Expenditures:

Amount reported on June 2, 1944	\$351.71
Mimeographing since June 2, 1944	55.02
Total Expenditures	406.73
Balance on hand	\$87.00

2. Special Funds:

(a) For the use of the Subcommittee on Foreign Language from the Rosenberg Foundation, June 2, 1943

\$750.00

Expenditures—Los Angeles

Storeroom	\$11.50
Travel	16.85
American Classical League	7.00
Cooperative Test Service	7.00
Mimeographing	3.05
Foreign Language Courses of Study, Raleigh, North Carolina	5.10

Total Expenditures 50.50

Balance on hand \$699.50

(b) For the use of the Subcommittee on Conservation Education from the California Conservation Council: On July 9, 1943

\$50.00

On February 1, 1944 50.00

(Accounts kept by the Secretary of the Subcommittee)

(c) For the use of the Second Subcommittee on Mathematics from Rosenberg Foundation

300.00

(Accounts kept by the Secretary of the Subcommittee)

(d) For the use of the Subcommittee on Accreditation

150.00

II. FINAL REPORTS OF SUBCOMMITTEES

Subcommittee on Subject A. The University of California has for many years required entering freshman students to take an examination

in Subject A. Results of the examination have been presented to the University-High School Affiliation Committee from time to time, and members have expressed concern over the relatively large number of students who fail the examination. After one such discussion the Affiliation Committee agreed that the California Committee should be asked to find out the reason for this high percentage of failure and to submit such recommendations as it considered desirable.

One of the first discoveries by the California Subcommittee on Subject A was the existence of an erroneous assumption that since the examination was required of freshman entrants to the University, all students who took the examination were potential freshman entrants. Investigation revealed the fact that for the year 1943-44 there were 6,402 students who took the examination and only 2,528 of these entered the University of California. Of the entire group taking the examination 42½ per cent failed. Of the 2,528 students who entered the University only 28½ per cent failed. It is clear, therefore, that many students take the examination who have no intention of entering the University and who may be ineligible for admission to the University. Further investigation revealed that the examination is used by administrators of junior colleges for classifying their freshman entrants. In one particular case, there were some 25 graduates of a high school who took the examination even though only two or three were planning definitely to enter the University and only a relatively small number was eligible for admission to the University.

A summary of the report of the Subcommittee on Subject A was published in the May, 1945 issue of *California Notes*.

The Subcommittee on Bachelor's Degree Credit for Army and Navy Courses. As early as 1943, it became evident that proper and uniform assignment of school and college credit for the successful completion of Army and Navy programs of instruction and experience in the activities of the armed forces was a problem which would have to be faced by school and college registrars and admission officers throughout the country. School administrators in California recognized that in order to avoid needless duplication of labor and to provide some degree of uniformity in evaluations some state-wide group would need to study the problem. As a consequence, the California Committee was asked to appoint a subcommittee to make such a study. The four-man committee appointed by the California Committee set to work immediately.

Information was collected concerning various programs of instruction offered by the Army and Navy. On the basis of this information, which was put into the hands of experts in each of the major fields concerned, definite recommendations of bachelor's degree credit allocations

were worked out. The nearest University of California equivalent course names and numbers were assigned to the subjects. When the members of the Subcommittee were in agreement as to the credit allowance for a particular program of instruction, mimeographed copies of the recommendations were prepared and distributed to college registrars and other interested persons. The mailing list included all the colleges in California and many outside the state.

The extent of the work done by the Subcommittee can best be judged by the fact that 66 pages of mimeographed material were prepared and distributed, covering approximately 55 different programs of instruction.

Late in 1944, the members of the Subcommittee agreed that the services it had been able to render to the collegiate registrars were now being ably supplied by the Committee of the American Council on Education under the directorship of Dr. George P. Tuttle and that further activity on its part would be a duplication of effort. Consequently, the Subcommittee decided to complete the evaluations which it had already started and to suspend, at the end of the calendar year 1944, further activity until the receipt of the complete report of Dr. Tuttle's Committee.

That the contributions of the Subcommittee were worth while and useful is evident from the many letters of appreciation which were received by the Subcommittee from registrars and veterans alike. Following are excerpts from a few such letters:

"I have had occasion to use the recommendations of your Subcommittee many times and every time I refer to the pages of your report, in my heart I thank the Committee for its help, and I want to take this occasion to thank you personally as Chairman of the Subcommittee for the contribution you have made to those of us who have the responsibility of evaluating transcripts of record."

"In regard to the report of your Subcommittee on Bachelor's Degree Credit for Army and Navy Courses, this effort represents the best work of this type that I have seen from more than one point of view. I have bound the report of your Subcommittee and shall refer to it many times in evaluating Army and Navy experiences of men and women who seek admission to our college."

"I would like to congratulate you and your committee for the excellent job that you have done in getting this material together and for assembling the information in so clear and understandable a form."

The Subcommittee on Mathematics. Mimeographed copies of the following summary of the report of the Subcommittee on Mathematics were distributed to the California Committee at the time of its last meeting.

The Subcommittee agreed that the present general arrangement of topics in the mathematics curriculum is fundamentally sound, that is to say, that arithmetic is primarily the work of the elementary school—although it may be both necessary and desirable to provide continued and supplemental instruction in it in the secondary school; that algebra, geometry, trigonometry, and their applications are essentially the subject

matter of secondary school mathematics, although this material may be arranged in various ways and in varying amounts for different groups of students; and that analytic geometry, calculus, and more advanced material belongs in the college and university. Naturally the Subcommittee recognized the need for modifications in the past and present curriculum.

The Subcommittee noted that many high school graduates seem unable to use the basic methods of arithmetic with any degree of competence. It observed that, although it may be too much to expect each student to be required to pass a uniform state-wide examination in arithmetic before high school graduation, many high schools do give such an examination, failure in which requires the student to take a remedial course in "senior mathematics," before receiving a high school diploma. The Subcommittee liked the idea of testing the student's progress in arithmetic by setting examinations at various points during his elementary and secondary school education. Further, it urged counsellors and other teachers and school officials who advise students to inform their students of the value of mathematics in future studies or vocations.

The report is divided into sections dealing with elementary school arithmetic, mathematics in the junior high school, mathematics in the senior high school, mathematics in the junior college, mathematics in colleges and universities, the recruiting and training of teachers, and programs for returning war veterans. The Subcommittee was guided throughout by an earnest desire to make the needs of individual students, and, at the same time, the welfare of the community, the fundamental criteria for judging the value of any curriculum or philosophy of education in mathematics.

In the section on elementary school arithmetic the Subcommittee points out among other things the value of a detailed guide for teachers to be provided by the local school authorities. Such a guide is effective in achieving a healthy uniformity of teaching practice without producing stereotyped instruction. Elementary school teachers play a vital part in "starting children off on the right track," and they must be familiar with a large number of subjects and have many resources to draw upon in their daily classroom activities. A detailed booklet of course outlines and suggestions to teachers should be of great assistance to them. The Subcommittee had the privilege of inspecting several excellent guides of this kind. The Subcommittee considered the problem of the retarded pupil. It believes that most children can make good progress in arithmetic if properly taught. A realization of the true value and function of the classroom teacher is essential to any system of instruction in arithmetic or any other subject. The tendency to overload both teachers and pupils with extracurricular activities is noted as detrimental to good work.

In the section on the junior high school, the Subcommittee points out the unusually good opportunity which the school has to ascertain the arithmetic competence of pupils who are reaching the end of the usual period of elementary school work. A definition of "competence in the fundamental processes of arithmetic" is advanced, and the suggestion is made that the junior high school use tests and other means of ascertaining this competence among its students who are soon to be ready for ninth grade work. Pupils not possessing such competence can be guided into remedial and developmental courses in arithmetic in the ninth grade when this seems advisable. The Subcommittee believes that the "slow" pupil can achieve very respectable success in arithmetic if given sufficient time—very likely carrying the work well into the high school years—and sympathetic and understanding teachers. The junior high school is in an unusually favorable position to place pupils properly in their ninth grade work, and this matter is discussed at length.

In the section on mathematics in the senior high school, the Subcommittee takes note of the fact that the high school student body is a heterogeneous group as regards occupational and educational interest, ambitions, and ability. Furthermore, schools vary widely in the proportions of college-preparatory and non-college-preparatory students in attendance. The report goes into considerable detail in considering the following five groups of students: (1) college preparatory students who profess an interest in science, mathematics, and engineering, (2) college preparatory students who express interest in non-scientific subjects, (3) non-college-preparatory students who express interest in industrial work and trades requiring a relatively extensive training in mathematics, and who have reasonably good mathematical aptitude, (4) non-college-preparatory students with general or undefined interests but who possess reasonable mathematical aptitude, and (5) non-college-preparatory students with low mathematical aptitude regardless of expressed interests.

The Subcommittee believes that the high school must assume the responsibility of making sure that every student who has the requisite mental ability acquires and maintains at least minimum competency in arithmetic. Such competency is normally expected of graduates of elementary or junior high schools, but the senior high school can serve as an agency to maintain such competence, or to build it up if it proves to be lacking. Considerable attention is given to this point. Some programs of mathematical instruction are considered for each of the five groups mentioned.

The sections on junior college and college and university mathematics are less detailed. The terminal, semiprofessional, and industrial work in junior colleges is distinguished from the lower division academic work. The growing tendency for colleges and universities to show con-

cern over the inadequate knowledge of fundamental mathematics on the part of entering students is noted. Some colleges are considering the desirability of setting an examination in arithmetic, simple algebra, and very elementary geometry somewhat akin to the customary matriculation examinations in English. Such examinations would be required of all entering students. Those failing to demonstrate a minimum competence in this subject matter would be required to take noncredit remedial work after college entrance. The Subcommittee approves this practice.

In the section on teacher recruiting and teacher training the Subcommittee considers briefly the necessity for making the situation and compensation of the teacher sufficiently attractive to bring promising young men and women into the profession. The report points out that certification requirements for teachers of mathematics in the secondary schools of California are high if it is assumed that teachers of mathematics have met the requirements for teaching majors or minors in mathematics. That many teachers of mathematics have not met such requirements is recognized, and the problem is briefly considered. The requirements for arithmetic achievement of prospective elementary school teachers are nowhere near a comparably high standard. This matter is discussed in some detail. If we ask proficiency in arithmetic from the pupils in the schools, we must first be willing to require it of those who are to teach these pupils.

The problem of mathematics programs for returning veterans is taken up briefly, and the importance of the teacher's role in such programs is pointed out.

NOTE: Mr. Bacon, Chairman of the Subcommittee, stated that the report had the hearty approval for four members of the Subcommittee. The fifth member, Mr. Mushlitz, agreed with the major portion of the report. He differed with the Subcommittee on two points, the first of which had to do with the setting up of a state-wide program of examinations which Mr. Mushlitz feared was being proposed by the Subcommittee. Mr. Bacon stated that this was not the intent of the Subcommittee. The second point was concerned with the teaching of arithmetic in the first and second grades of the elementary school. The Subcommittee assumed from the fact that the textbooks in arithmetic started at the third grade level that no formal instruction was given in arithmetic in the schools of the State prior to the third grade. The Subcommittee felt that some attention should be given to number concepts before the third grade. Mr. Mushlitz felt that the present setup is satisfactory.

III. PROGRESS REPORTS OF SUBCOMMITTEES

Subcommittee on Articulation. It was pointed out that the work of all the subcommittees involved articulation in specific problems. Consequently, the Subcommittee on Articulation feels that its contribution should be restricted to general guiding principles and the broad, over-all viewpoint of articulation.

Walter R. Hepner, chairman, suggested at the last meeting of the California Committee that a study of the literature and practices in the field of articulation, for the purpose of preparing an annotated bibliography for the various areas of articulation, might be worth while. The Committee agreed that such a study would be very valuable and instructed Dr. Hepner to explore the possibilities of such a study.

In this connection it might be pointed out that during the past year, there was initiated a program for bringing about better articulation among the various units of the educational system. An appropriate number of representatives from the University of California, the state colleges, the California Junior College Federation, the Association of Secondary School Principals and the State Department of Education were appointed by their respective heads to serve as affiliation committees. These affiliation groups arranged last fall a two-day conference at which each group met with each of the other groups, thus making a total of six meetings. Interlocking agenda committees prepared programs, thereby bringing about a discussion of mutual problems to a far greater extent than had been possible heretofore. It is planned to hold such two-day conferences each year.

Subcommittee on Accreditation. The Subcommittee on Accreditation has been asked to make a survey of accrediting procedures and to find out from California educators what their attitude is regarding such procedures. At the last meeting of the California Committee, Basil H. Peterson, chairman, presented the following progress report.

PLAN FOR SOLUTION OF THE PROBLEM

At a meeting of the Subcommittee on December 18, 1944, at Berkeley, the problem was divided into a study of present procedures, status, and value of accreditation practices as related to high schools, junior colleges (two-year institutions), and four-year senior colleges and universities in the United States.

The Subcommittee has obtained three graduate students of the University of California to work with it in conducting the investigation. The names of the men, the problem assigned to them, and the names of their graduate professors are as follows:

<i>Problem</i>	<i>Investigator</i>	<i>Graduate Professor</i>
As related to high schools	Brother Lambert (Wm. J. Lafferty)	L. H. Peterson
As related to junior colleges	Jules Fraden	Cornelius H. Siemens
As related to four-year senior colleges and universities	Kyle Esgate	Lloyd N. Morrisett

PROGRESS AND PROCEDURE OF EACH INVESTIGATOR

1. High School Investigation: Brother Lambert is now studying the literature in the field. He plans next to communicate with accrediting agencies, state departments of education and state universities concerning present practices of accrediting high schools. He will then evaluate present accrediting practices by sending a check list and inquiry sheet to an adequate sampling of high schools of the nation.

2. Junior College Investigation: Mr. Fraden has completed a study of the literature in the field. He has outlined his investigation and has submitted to the Subcommittee for approval an inquiry sheet and letter which he proposes to send to all junior colleges in the United States. Mr. Fraden is now in the process of revising his inquiry sheet and plans to have it printed and in the mail by April 15, 1945.

3. Four-year Senior College and University Investigation: Mr. Esgate has finished studying the literature in the field and has formulated a survey sheet for gathering data. He is now in the process of revising his survey sheet which he plans to send to 300 or more collegiate institutions. Mr. Esgate is selecting a sampling of higher institutions to include all types and sizes. He is including all state universities and all four-year collegiate institutions located in California. His survey sheets should be in the mail prior to April 30, 1945.

In response to the Subcommittee's question as to whether or not the California Committee wished the study on accreditation to include the elementary school level, it was agreed that it should not.

In order to obtain financial support to complete the above investigation, action was taken by the California Committee to invite the Junior College Federation, the Secondary School Principals' Association and the University of California to contribute fifty dollars each for the work of this Subcommittee. The invitations were complied with and the contributions made.

Subcommittee on Combined High School Transcript and Counseling Blank. Paul E. Webb, chairman, reported that his Subcommittee has collected and reviewed the Transcript and Counseling blanks which are now in use by the State university, private colleges and universities of the State, State teachers' colleges, and the district junior colleges, and makes the following recommendations:

1. That the California Committee urge the wider use of the California cumulative and guidance record for junior and senior high schools.¹

¹ Committee on Cumulative Records, Association of California Secondary School Principals, "Cumulative Record, Junior and Senior High Schools," revised March, 1940. (Available from the Association.)

2. That wherever possible the use of photostatic copies of these cumulative records be adopted for the transmission of student scholastic records.
3. That where photostatic copies are not possible the "Transcript of High School Record" (California State Department of Education form J-46) be used for the transmission of scholastic records.

The Subcommittee feels that if the high schools could furnish to the colleges a photostatic copy of all the information called for in the cumulative record folder that an additional blank for counseling would be unnecessary. In that event, a photostatic copy of the entire cumulative record would prove a satisfactory high school transcript and counseling blank. Inasmuch as the cumulative record folder is not as yet in general use, the Subcommittee is preparing a blank which will contain information about character traits, attitudes, occupational choices, and other information which could be used for both counseling and admission purposes.

In discussing the progress report of this Subcommittee, it was clear to the California Committee that two primary issues were involved:

1. Whether or not there should be prepared a single blank to include the transcript record and counseling information, and
2. The nature of the counseling information and the form in which it would be most useful.

There was agreement that in the interest of administrative procedure, it was important to seek such simplification as would be consistent with effectiveness. Due to the fact that the California Cumulative Record is not at present used by all high schools, it may be necessary to work out a new form.

At a recent meeting of the Steering Committee, to which this problem was referred, it was thought best for the Subcommittee to work out a single form to include the transcript of record (similar to the California State Department of Education Form J-46) and space for a brief statement of counseling information, the latter to be arranged in a manner to make it possible to detach it from the transcript of record.

Subcommittee on Conservation Education. During the past year, Dr. Bernice Baxter resigned as chairman of this Subcommittee. Carl D. Duncan of San Jose State College has been named as the new chairman. At the last meeting of the California Committee, Dr. Duncan presented the following report:

1. The first undertaking of the Subcommittee was the preparation of a questionnaire which was sent to all county, city, and district superintendents of schools, elementary school district supervisors, and secondary

school principals. An accompanying letter explained the purpose of the Subcommittee and the questionnaire sought to discover how conservation was taught in the various school systems. The returns indicated that California needs a better defined program of conservation.

2. Miss Corinne A. Seeds, a member of the Subcommittee, prepared and submitted to the Subcommittee a detailed statement as to how conservation education can be utilized in connection with classroom work in a particular grade in the elementary school. It is expected that Miss Seeds' contribution may be published at an early date. A similar project for illustration purposes was carried out by Dr. Will Burnett at the secondary school level.

3. The Subcommittee has attempted to formulate a concise but comprehensive definition of conservation that will serve to establish the scope of the conservation concept for teachers. The following was suggested tentatively:

"Conservation is the utilization of the world's materials and forces, both living (including human resources) and non-living, in the manner most economically and socially profitable for the maintenance and betterment of human welfare in all its aspects, not only in the present or just for the present, but in a continuing manner for all time."

4. The expression of some sort of definite policy toward, or philosophy of, conservation education in California schools was considered by the Subcommittee. The general feeling of members of the Subcommittee at the present stage of discussion seems to be that the teaching of conservation should be actively carried on in all parts of the curriculum and that it not be taught in the form of separate conservation units except occasionally and for the accomplishment of specific limited purposes. The thought behind this point of view is that there is need for a continuous state of conservation consciousness in the mind of every citizen that will become as much a functioning part of the individual personality as good manners, and that such an attitude and spirit can best be developed through frequent and pervading emphasis in many fields rather than by sporadic and intensive campaigns and programs, however valuable the latter may be now and then.

5. To encourage the application of such a policy and to guide teachers in conservation education, it has been suggested that there be drawn up a statement of the specific aims of conservation education, comparable to those embodied in the recent recommendations by Vernon Carter.¹

¹ Vernon Carter, "Guideposts to Teaching Conservation," *Journal of the National Education Association*, XXXIII (November, 1944), 184-185.

6. It has been suggested also that a compilation of procedures, projects, illustrative examples, etc., especially those having local applications and making use of local community resources, that already have been found effective by California teachers who are active in conservation education would be of definite value if made available to teachers generally. Such a compilation would make clear to teachers the possibilities of incorporating conservation into the curriculum without adding to the burden of time and energy already required. It would furthermore serve to bring into clear focus the fact that the *opportunities and responsibilities* for conserving resources are not alone the business of the state and federal governments, to be expressed in large scale government enterprises, but are the individual concern of every citizen and every community.

Second Subcommittee on Foreign Language. During the past year, detailed plans for the work of the Second Subcommittee on Foreign Language have been worked out and the personnel selected. The list of members may be found in Section IV of this report.

The Subcommittee has been given two distinct assignments, one having to do with the drawing up of a list of minimum essentials for each of the several foreign languages at each of the different levels, and the other having to do with the study and selection and, if necessary, the preparation of achievement or proficiency tests. It is hoped that the results of these studies will be instrumental in bettering articulation throughout the school system in the teaching of foreign languages.

We are also happy to announce that the Rosenberg Foundation has allocated \$750 for the work of this Subcommittee.

IV. MEMBERSHIP

Listed below are the members of the California Committee and its alternates, the Steering Committee, and the personnel of the various subcommittees:

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION

<i>Name and Position</i> ¹	<i>Organization or Institution Represented</i>	<i>Term Expires December 31</i>
FRANK N. FREEMAN, Dean, School of Education, University of California, Berkeley, <i>Chairman</i>	University of California	1946
HIRAM W. EDWARDS, Director of Relations with Schools, University of California	University of California	1945
L. P. FARRIS, Principal, Oakland Junior-Senior High School	Association of California Secondary School Principals	1945

¹ During 1944-45.

WALTER R. HEPNER, President, San Diego State College	California State Colleges	1945
ROSCO C. INGALLS, Director, Los Angeles City College	California Junior College Federation	1945
J. PAUL LEONARD, Professor of Education, Stanford University	Western Association of Colleges and Secondary Schools	1947
FRANK B. LINDSAY, Assistant Superintendent of Public Instruction	California State Department of Education	1946
G. MILLAGE MONTGOMERY, Assistant City Superintendent, Los Angeles Public Schools	Association of California Secondary School Principals	1946
CHARLES S. MORRIS, Principal, San Mateo Junior College	California Junior College Federation	1945
THOMAS L. NELSON, District Superintendent, Kern County Union High School District, Bakersfield	Association of California Public School Superintendents	1947
HAROLD R. OLSON, District Superintendent and Principal, Delano Joint Union High School	Association of California Secondary School Principals	1947
FRANKLIN P. ROLFE, Chairman, Department of English, University of California, Los Angeles	University of California	1947

Alternates

GEORGE P. ADAMS, Dean, College of Letters and Science, University of California	University of California, Berkeley
ARNOLD C. ARGO, District Superintendent and Principal, Sequoia Union High School, Redwood City	Association of California Secondary School Principals
GRACE V. BIRD, Director, Bakersfield Junior College	California Junior College Federation
A. J. CLOUD, President, San Francisco Junior College	Western Association of Colleges and Secondary Schools
FRANK W. THOMAS, President, Fresno State College	California State Colleges
CURTIS E. WARREN, City Superintendent of Schools, San Francisco	Association of California Public School Superintendents

Steering Committee

FRANK N. FREEMAN, Dean, School of Education, University of California, Berkeley, <i>Chairman of the California Committee</i>
HIRAM W. EDWARDS, Director of Relations with Schools, University of California, <i>Secretary-Treasurer of the California Committee</i>
L. P. FARRIS, Principal, Oakland Junior-Senior High School, Oakland
FRANK B. LINDSAY, Assistant Superintendent of Public Instruction
CHARLES S. MORRIS, Principal, San Mateo Junior College

SUBCOMMITTEES

Subcommittee on Articulation

- WALTER R. HEPNER, President, San Diego State College, *Chairman*
 GEORGE J. BADURA, Principal, Fortuna Union High School
 GRACE V. BIRD, Director, Bakersfield Junior College
 ARNOLD A. BOWHAY, Director of Adult Education, Beverly Hills Public Schools
 REV. PATRICK J. DIGNAN, Superintendent of Schools, Archdiocese of Los Angeles
 PAUL E. GUSTAFSON, Principal, Ralph Waldo Emerson Junior High School, Los Angeles
 MERTON E. HILL, Director of Admissions, University of California
 JOHN W. OLMSTED, Assistant Dean, College of Letters and Science, University of California, Los Angeles
 ELMER C. SANDMEYER, Director, Santa Monica Junior College
 HUGH C. WILLETT, Director of Admissions, University of Southern California

Subcommittee on Accreditation

- BASIL H. PETERSON, Director, Glendale College, *Chairman*
 CHARLES J. BOOTH, Director, Chaffey College, Ontario
 HARRISON M. KARR, Assistant Director of Relations with Schools, University of California, Los Angeles
 MARION MCCART, District Superintendent and Principal, Yuba City Union High School
 REV. JAMES T. O'DOWD, Superintendent of Schools, Archdiocese of San Francisco

Subcommittee on Bachelor's Degree Credit for Army and Navy Courses

- HIRAM W. EDWARDS, Director of Relations with Schools, University of California, *Chairman*
 JOHN P. MITCHELL, Registrar, Stanford University
 J. PAUL MOHR, Registrar, San Francisco Junior College
 HUGH C. WILLETT, Director of Admissions, University of Southern California

Subcommittee on Combined High School Transcript and Counseling Blank

- PAUL E. WEBB, Principal, Los Angeles Senior High School, *Chairman*
 FLORENCE N. BRADY, Registrar, Occidental College, Los Angeles
 HAROLD B. BROOKS, Principal, George Washington Junior High School, Long Beach
 EDGAR L. LAZIER, Assistant Dean, College of Letters and Science, University of California, Los Angeles
 H. B. MCDANIEL, Chief, Bureau of Occupational Information and Guidance, California State Department of Education
 BASIL H. PETERSON, Director, Glendale College, Glendale
 HERMAN A. SPINDT, Manager, Bureau of Guidance and Placement, University of California
 DONALD R. WATSON, Registrar, San Diego State College
 GUY A. WEST, Head, Department of Education and Psychology, Chico State College

Subcommittee on Conservation Education

CARL D. DUNCAN, Professor of Entomology and Botany, San Jose State College,
Chairman

R. WILL BURNETT, Assistant Professor of Education, Stanford University

PEARL CHASE, President, California Conservation Council, Ex officio member

LEO F. HADSALL, Professor of Biology, Fresno State College

HELEN HEFFERNAN, Chief, Division of Elementary Education, California State
Department of Education, Ex officio member

ALBION H. HORRALL, City Superintendent of Elementary Schools, San Mateo

WILLIAM M. INGRAM, Associate Professor of Biological Sciences, Mills College

FRED D. KLYVER, Instructor in Science, San Mateo Junior College

BOYD B. RAKESTRAW, Associate Director of University Extension, University of
California

CORINNE A. SEEDS, Assistant Professor of Education and Principal of the Ele-
mentary School, University of California, Los Angeles

Subcommittee on Mathematics

HAROLD M. BACON, Associate Professor of Mathematics, Stanford University,
Chairman

ARTHUR C. HEARN, Principal, Gilroy Union High School

SARA M. JORDAN, Instructor in Mathematics, John H. Francis Polytechnic
Senior High School, Los Angeles

SOPHIA H. McDONALD, Associate Professor of Mathematics, University of Cali-
fornia, Berkeley

M. E. MUSHLITZ, Assistant County Superintendent of Schools, Ventura County

Subcommittee on Subject A

HIRAM W. EDWARDS, Director of Relations with Schools, University of California

FRANK B. LINDSAY, Assistant Superintendent of Public Instruction

Subcommittee on Supply and Demand of Teachers

HERMAN A. SPINDT, Manager, Bureau of Guidance and Placement, University of
California, *Chairman*

*HOLLIS P. ALLEN, Professor of Education, Claremont Colleges, Claremont

LLOYD BERNARD, Director of Teacher Training, Chico State College

LEWIS H. BRITTON, County Superintendent of Schools, Santa Clara County

W. K. COBB, District Superintendent and Principal, Tulare Union High School

KARL M. COWDERY, Associate Registrar, Stanford University

EDWIN A. LEE, Dean, School of Education, University of California, Los Angeles

PEDRO OSUNA, President, Yuba College, Marysville

*RAYMOND C. PERRY, Chief, Division of Credentials, California State Department
of Education

GARDINER W. SPRING, District Superintendent and President, Chaffey College,
Ontario

* On military leave.

Subcommittee on Foreign Language

CLINTON C. HUMISTON, Associate Professor of French, University of California at Los Angeles, *Co-ordinating Chairman of Subcommittee and Chairman of Southern Division*

IVER N. NELSON, Assistant Professor of Spanish, University of California, *Chairman of Northern Division*

MEMBERS OF NORTHERN DIVISION

French

ARNOLD H. ROWBOTHAM, Associate Professor of French, University of California, Berkeley, *Chairman*

FRANCIS J. CARMODY, Associate Professor of French, University of California

E. A. CRANSTON, Instructor in Foreign Languages, San Francisco Junior College

EDITH GAMBLE, Instructor in Foreign Languages, Alameda High School

HORTENSE HACKMAN, Instructor in English and Foreign Languages, Oakland Junior-Senior High School

EMMA G. LIARDET, Instructor, The Katharine Branson School, Ross, Marin County

HOWARD STONE, Instructor in Spanish, University of Santa Clara

Spanish

IVER N. NELSON, Assistant Professor of Spanish, University of California, Berkeley, *Chairman*

RUTH FABIAN, Instructor in Spanish, Patterson Union High School

EMELIA KAGAN, Instructor in Spanish, Berkeley Senior High School

ISABEL OCHOA, Instructor in Spanish, Garfield Junior High School, Berkeley

AURELIA M. OSUNA, Instructor in Spanish, Lowell High School, San Francisco

MARY ELEANOR PETERS, Instructor in Spanish, San Mateo Junior College

JUAN B. RAEI, Associate Professor of Spanish, Stanford University

W. VERNON SMITH, Instructor in Spanish, Sacramento College

IRENE H. WATCHERS, Instructor in Spanish, Oakland Junior-Senior High School

Latin

WILLIAM M. BREEN, Associate Professor of Latin, University of California, Berkeley, *Chairman*

FATHER DUCE, Instructor, Alma College, Alma, Santa Clara County, c/o Father John C. Gear, S.J.

HESTER S. GAMBLE, Instructor in Latin and English, Fremont High School, Oakland

R. D. HARRIMAN, Professor of Classics, Stanford University

RENA HJUL, Instructor, Bentley School, Berkeley

VERA JONES, Instructor in Latin, Frick Junior High School, Oakland

SISTER JUSTINE, Instructor, Dominican College, San Rafael

FRANK MAGARY, Instructor in Latin and German, Piedmont Junior-Senior High School

Italian

HERBERT R. VAUGHAN, Professor of Italian, University of California, Berkeley, *Chairman*

WALTER BAVA, Instructor in Spanish, Sequoia Union High School, Redwood City
ERNEST CATALANO, Instructor in Spanish, James Lick Junior High School, San Francisco

DORA GARIBALDI, Instructor in Spanish and Italian, San Francisco Junior College
UBALDO MAGGETTI, Instructor in French and Italian, San Francisco Junior College
LUIGI D. SANDRI, Instructor in Italian, Stanford University

German

BAYARD Q. MORGAN, Professor of German, Stanford University, *Chairman*
CLAIR H. BELL, Professor of German, University of California, Berkeley
GERTRUDE HASSELBROCK, Instructor in Physics, Portola Junior High School, San Francisco
HARRIET K. LEWIS, Instructor in Latin and German, San Mateo Union High School
RAYMOND F. LILLIE, Instructor in French, German, and English, Hayward Union High School
C. GRANT LOOMIS, Professor of German, University of California, Berkeley
JULIANE WOLTERS, Vice Principal and Instructor in German, Sequoia Union High School, Redwood City

MEMBERS OF SOUTHERN DIVISION

French

DOROTHY GILSON, Instructor in French and Latin, Glendale Senior High School, *Chairman*
AUGUSTINE DALLAND, Instructor in Social Living, John Burroughs Junior High School, Los Angeles
CLINTON C. HUMISTON, Associate Professor of French, University of California, Los Angeles
LUCILE LENOIR, Instructor in French, Los Angeles City College
HELEN MARBURG, Associate Professor of Romance Languages, Pomona College

Spanish

MARIA LOPEZ DE LOWTHER, Associate in Spanish, University of California, Los Angeles, *Chairman*
ISABELLE D. GRANT, Girls' Vice Principal, Belvedere Junior High School, Los Angeles
MARGARET HUDSON, Associate Professor of Spanish, Pomona College
CARMEN S. OELRICH, Instructor in Spanish, James A. Garfield Senior High School, Los Angeles
WALTER T. PHILLIPS, Associate Professor of Spanish, Pomona College
EDA RAMELLI, Professor of Foreign Language, University of California, Santa Barbara College
HARRIET C. SHADFORTH, Instructor in Latin, Spanish, and English, Brea-Olinda Union High School, Brea

German

CARL W. HAGGE, Associate Professor of German, University of California, Los Angeles, *Chairman*
ESTHER ANDREWS, Professor of German, Whittier College

DORATHEA FRAHM, Instructor in French and German, San Bernardino Valley Junior College, San Bernardino

CLARA B. GIDDINGS, Instructor in German, Pasadena Junior College

HAROLD VON HOF, Assistant Professor of German, University of Southern California

Italian

CHARLES SPERONI, Assistant Professor of Italian, University of California, Los Angeles

JOSEPHINA L. INDOVINA, Instructor in Italian and Latin, Los Angeles City College

Portuguese

DOROTHY C. MERIGOLD, Instructor in Spanish, University Senior High School, Los Angeles, *Chairman*

MAREA GODDARD, Instructor in Spanish, Los Angeles City College

HELEN R. RANDOLPH, Instructor in Portuguese and English, North Hollywood Senior High School

BARBARA E. SMITH, Instructor in Latin and French, John H. Francis Polytechnic Senior High School, Los Angeles

Latin

FATHER BROWN, Los Angeles College, *Chairman*

HERBERT B. HOFFLEIT, Assistant Professor of Latin and Greek, University of California, Los Angeles

JOSEPHINA L. INDOVINA, Instructor in Italian and Latin, Los Angeles City College

DOROTHY C. MERIGOLD, Instructor in Spanish, University Senior High School, Los Angeles

BARBARA E. SMITH, Instructor in Latin and French, John Francis Polytechnic Senior High School, Los Angeles

V. CONCLUSION

Although considerable difficulty has been encountered in arranging meetings because of transportation curtailment, the work of the California Committee and its Subcommittees has gone forward. Financial problems have been minimized through private and public donations. That the California Committee for the Study of Education is fulfilling a useful and worthwhile function and is meeting a specific need in the field of school relations in California is evident from the enthusiastic support which it has received from school and college administrators in the state and from the interest it has aroused among them.

It is hoped that individuals or organizations wishing to utilize the facilities of the California Committee will transmit to any one of its members problems vital to the future betterment of articulation among the various schools and colleges of the state.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular quarterly meeting held in Los Angeles on July 5, 6, and 7, 1945, and at the special meeting at Los Angeles on August 11, 1945.

MEETING OF JULY 5, 6, AND 7

Approval of Educational Organizations. The Board approved, under authority of Education Code Section 4861, the following organizations as organizations to which membership fees may be paid from school district funds during the school year 1945-46.

American Association of Collegiate Registrars, R. F. Thomason, Secretary, University of Tennessee, Knoxville, Tennessee

American Association of Junior Colleges, Winifred R. Long, Acting Executive Secretary, 1201 19th Street, N.W., Washington 6, D. C.

American Association of School Administrators, National Education Association, Sherwood D. Shankland, Secretary, 1201 Sixteenth St., Northwest, Washington 6, D. C.

American Council on Education, George F. Zook, President, 744 Jackson Place, Northwest, Washington 6, D. C.

Association of California Secondary School Principals, Harold B. Brooks, Secretary, 1450 Cedar Avenue, Long Beach, California

Association of California Public School Superintendents, Homer H. Cornick, Secretary, Santa Cruz, California

Audio-Visual Education Association of Southern California, Mrs. Helen Rachford, 808 North Spring Street, Los Angeles 12, California

California Association of Public School Business Officials, L. L. Cunningham, President, 1425 South San Pedro Street, Los Angeles 15, California

California Junior College Federation, Pedro Osuna, President, Yuba College, Marysville, California

California Scholarship Federation, Inc., Mrs. Dorothy M. Brass, Secretary, Encinitas, San Diego County, California

California Society of Secondary Education, Miss Lillian M. Perry, Secretary, Room 9 and 10 Haviland Hall, Berkeley, California

California State Historical Association, Owen C. Coy, Director, 3551 University Avenue, Los Angeles 7, California

Education Film Library Association, Inc., Elizabeth Harding Flory, Executive Secretary, 45 Rockefeller Plaza, New York 20, New York

National Education Association of the United States, Willard E. Givens, Executive Secretary, 1201 Sixteenth St., N.W., Washington 6, D. C.

Northern California Junior College Association, Kathleen Larsen Seagraves, Secretary, Stockton Junior College, Stockton, California

Southern California Junior College Association, Elmer T. Worthy, Secretary, Glendale College, Glendale 8, California

Western Association of Colleges and Secondary Schools, A. J. Cloud, President, San Francisco Junior College, Ocean and Phelan Avenue, San Francisco 12, California

Suspension of Credentials. Under the authority of Education Code Section 12751, the Board suspended all credentials, including life diplomas and other documents, heretofore issued to the following persons by the State Board of Education, for a period of one year beginning July 23, 1945, or until expiration of said credentials, whichever is earlier:

Lawrence Mayer

Josephine Blanchietta

Mrs. Stella T. Thomson Gregory

Charges brought against Dave R. Schiller under Education Code Section 12753, before the Contra Costa County Board of Education, were dismissed with prejudice to any application for credential thereafter made.

Establishment of Division of Recreation. The Board, on recommendation of Superintendent of Public Instruction Walter F. Dexter, established within the State Department of Education a Division of Recreation, "the function and purposes of which shall be to aid, under the direction and supervision of the Director of Education, in the promotion and development of community recreation programs in accordance with the provision of the laws of the State of California authorizing such service."

Amendments to Rules and Regulations. The Board amended Section IV of Part I of the Rules and Regulations of the Board to read as follows:

SECTION IV. SUSPENSION AND REVOCATION OF CERTIFICATION DOCUMENTS

1. The rules and regulations set forth in this subsection are established for the administration of Education Code sections 12751, 12752 and 12753.

2. As used herein:

"Accusation" includes any charge or complaint filed with the Board under Education Code sections 12751, 12752 and 12753.

"County" includes "City and County."

3. An accusation filed with the Board against the holder of any certification document, or documents, issued by the Board looking toward the suspension or revocation of such document, or documents, shall be deemed filed with the Board when received by the secretary of the Board.

4. Each case shall be heard by the hearing officer alone, except that the secretary of the Board shall present to the Board for determination as to whether the Board should hear the case with the hearing officer, any case which in his judgment should be referred to the Board for such determination.

5. Except as otherwise herein provided the secretary of the Board is hereby empowered and authorized to take, in the name and on behalf of the Board, any action which the Board is authorized or directed by law to take with respect to procedural and jurisdictional matters in connection with any case arising under Education Code

sections 12751, 12752 and 12753. The secretary of the Board shall refer to the Board for determination any matter which in his judgment should be so referred.

6. When any accusation is referred by the Board to a county board of education pursuant to the provisions of Education Code section 12753, the secretary of the Board shall, within 15 days after the adjournment of the meeting of the Board at which such action was taken notify the person who filed the accusation, the accused, and the secretary of the county board of education of the action taken and shall with such notice enclose a copy of the accusation.

7. The county board of education shall complete its action on the matter within 90 days thereafter.

The Board added subsection ID to Section I of Part II of the Rules and Regulations of the Board relating to Credentials of Public School Service, to read as follows:

I Procedure

I D

Miscellaneous Provisions

A. Every person to whom a credential, life diploma, or any other type of certification document is issued by the State Board of Education shall file with the Board his present address and shall notify the Board of any change therein.

Such filing of address and notice of change therein shall be made in writing and forwarded by mail, postage prepaid to, or delivered to, the Board at the Office of the Division of Credentials, State Department of Education.

[Based on Government Code Section 11505 (c) as added by Chapter 867 (SB 705), Statutes 1945]

B. An application for a certification document or for the renewal of a certification document by a person who has had a certification document revoked or suspended by the State Board of Education shall be presented to the Board for such action thereon as the Board deems appropriate.

[Based on action taken by the State Board of Education at its July, 1942 meeting]

C. In addition to the authorization for service appearing on any special secondary credential authorizing service in regular day classes, such credential authorizes the holder thereof to serve in a study hall or in nonteaching assignments.

[Based on action taken by the State Board of Education at its May, 1942 meeting]

The Board amended subsection 2 of Section IX of Part III, relating to Pupil Transportation, to read as follows:

2. Whenever a school bus stops at a point where traffic is not controlled by a human flagman or a clearly visible electrical or mechanical signal, to discharge pupils who must cross the street or highway in order to reach their destination, such passengers must, *and shall be required by the driver of the bus to*, cross the street or highway in front of the bus, except that when because of laws regulating traffic, passengers discharged from a bus can not cross the street or highway in front of the bus but must cross behind the bus, they may do so. In either case, the bus shall not be moved from such point until all passengers have crossed the street or highway. In either case, also, the driver of the bus shall not permit the pupils to cross the street or highway

until they may safely do so, and shall, if necessary, escort such passengers across the street or highway.

[Based on decision of Appellate Court in *Foster v. Einer*, 69 Cal. App. (2d) 471 holding, contrary to the effect that the section was intended to have, that it does not impose any duty on the driver of a school bus to require pupils discharged from a school bus to cross the street or highway in front of the bus]

The Board amended subsection 6 of Section XII of Part I to read as follows:

6. SECONDARY SCHOOL CREDIT FOR MILITARY SERVICE AND TRAINING

F. The governing board of a school district maintaining a secondary school may, subject to the provisions of Education Code Sections 10531 and 10532, grant to a former pupil, or one who enrolls in the school upon return from military service, credit toward graduation for military service and training received while a member of the armed forces of the United States.

1. The governing board of the school district shall cause to be entered upon the pupil's permanent school record the date of the pupil's withdrawal from the school.
2. The governing board of the school district may grant to the pupil credits toward graduation, upon certification by the United States Armed Forces Institute of the successful completion of a specialist or technical training program or of competence established through a statement upon the serviceman's record of work experience, in subjects paralleling courses usually taught in secondary school or in vocational training courses which have counterpart in civilian life.
3. The governing board of the school district may grant to the pupil, upon completion of a basic or recruit training program with the armed forces of the United States, a maximum of 30 semester periods in high school or a maximum of 15 credit hours in junior college, in military science and physical education.
4. The governing board of a high school district may award to a pupil a diploma of high school graduation, if such pupil is not entitled to a diploma of high school graduation under Education Code section 10532; provided that the requirements for graduation prescribed by law have been met, when the pupil has completed, including that portion of his last semester in residence immediately prior to withdrawal, the equivalent of 190 semester periods.

Adoption of Music Textbooks. The Board adopted the following textbooks of A Singing School series, by Theresa Armitage and others, published by C. C. Birchard and Company, for use in the public schools in which music instruction is not conducted on a graded basis, for a period of not less than six years or more than eight years, beginning July 1, 1946:

Happy Singing (grades one to four, inclusive), pupil's book, and combined teacher's manual and piano accompaniment book

Music Time (grades one to eight, inclusive), pupil's book, and combined teacher's manual and piano accompaniment book

Call for Bids for Textbooks. Upon recommendation of the State Curriculum Commission, the Board authorized the issuance of a call for bids for textbooks in history and geography and related social studies, for use in grades four to eight.

MEETING OF AUGUST 11, 1945

Adoption of Textbooks in Reading. The Board adopted the following basic textbooks and supplementary textbooks in reading for grades one to five, inclusive, for a period of not less than six years or more than eight years, beginning July 1, 1946.

BASIC TEXTBOOKS

LEARNING TO READ: A BASIC READING PROGRAM, by Nila Banton Smith, published by Silver Burdett Company

Our First Book. (reading readiness book)

Bill and Susan (Preprimer 1)

Under the Tree (Preprimer 2)

Through the Gate (Primer)

Down the Road (First Reader)

In New Places (Second Reader)

From Sea to Sea (Third Reader)

THE GOLDEN ROAD TO READING SERIES, by Helen Heffernan, Wilhelmina Harper, and Gretchen Wulfig, published by Benjamin W. Sanborn and Company

All Aboard for Storyland (Fourth Reader)

EASY GROWTH IN READING, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company

Looking Forward (Fifth Reader)

SUPPLEMENTARY TEXTBOOKS

CRABTREE BASIC SERIES, by Eunice K. Crabtree, LuVerne Crabtree Walker, and Dorothy Canfield, published by the University Publishing Company

To School and Home Again (Primer)

In the City and on the Farm (First Reader)

Under the Roof (Second Reader)

Under the Sun (Third Reader)

EASY GROWTH IN READING, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company

Today and Tomorrow (Fourth Reader)

THE LAIDLAW BASIC READERS, by Gerald Yoakam, M. Madilene Veverka, and Louise Abney, published by Laidlaw Brothers, Inc.

The World Around Us (Fifth Reader)

NOTE.—In accordance with Education Code Section 11291, effective September 15, 1945, each basic textbook must be distributed so as to provide one copy for each pupil in the grade for which such textbook is adopted, except that school districts may order, in lieu thereof, basic textbooks adopted for lower grades or higher grades for use by pupils for whom such textbooks would be more appropriate; and supplementary textbooks shall be distributed in such manner as the State Board of Education shall determine.

The Board in its adoption of supplementary textbooks in reading provided for furnishing one copy of each book for each two pupils.

Approval of Appointment of State College President. The Board approved the appointment by Superintendent of Public Instruction

Walter F. Dexter of Dr. J. Paul Leonard, Professor of Education at Stanford University, as President of San Francisco State College, effective August 13, 1945, succeeding Dr. A. J. Roberts, retired.

Dr. Leonard secured the doctoral degree at Columbia University in 1929, and served as Professor of Education at the College of William and Mary in Virginia for seven years. He has acted as educational consultant for the states of Florida, North Carolina, Mississippi, Texas, and Virginia, and since coming to Stanford in 1937, as curriculum consultant for the California cities of Los Angeles and Santa Barbara, and counties of Alameda, Modoc, San Diego, and Santa Barbara. Dr. Leonard was on leave from Stanford University from 1942 to 1944 to work for the United States Government in Washington as Director of Consumer Division of the Office of Price Administration where he was in charge of public relations for organized groups and of educational work for schools and colleges. He is co-author of seven books in the field of secondary education, and sole author of three.

THEODORE ROOSEVELT ANNIVERSARY

The anniversary of the birth of Theodore Roosevelt, twenty-sixth President of the United States, is observed each year on October 27. A program of appropriate exercises for use in schools in observance of the day has been prepared by the Women's Roosevelt Memorial Association, 28 East Twentieth Street, New York. Copies of the printed leaflet, which contains pictures of Colonel Roosevelt and the house where he was born, may be had from the Association upon request.

ACCREDITATION OF SCHOOLS OF PUBLIC HEALTH

Following a recommendation by the Association of Schools of Public Health and a request by the Surgeon General's Committee on Postwar Training of the Public Health Service, a program for accreditation of schools of public health is being inaugurated by the American Public Health Association with funds made available by the Commonwealth Club. Professor C. E. A. Winslow of New Haven, Connecticut, is the counsellor in charge of investigative work. Attention will first be given to the basic one year of training qualifying for the degree of Master of Public Health, with extension later to the training for advanced and special degrees. The offices of the American Public Health Association are at 1790 Broadway, New York 19, N. Y.

TEACHERS ASKED TO HELP LOCAL PRICE AND RATIONING BOARDS

American school people have been extended a special invitation by Price Administrator Chester Bowles to offer assistance to the War Price

and Rationing Boards in their own communities. If price control and rationing are to be effective nationally, Mr. Bowles pointed out, these measures must be made to work successfully in every community—a job which can only be done by adding more volunteers to the offices of local Boards.

“Already,” said Mr. Bowles, “teachers and school administrators have rendered outstanding service to price control and rationing programs . . . Because their salaries tend to remain relatively fixed even though prices may be rising, school people have a special stake in the price control program. Because of their training, experience, and leadership, these educators are particularly well qualified to assist in various Board operations . . . School people who are willing to serve as volunteers should get in touch with the Chairman or Chief Clerk of the War Price and Rationing Board in their communities.”

EDUCATIONAL DIRECTORY FOR THE UNITED STATES, 1944-45

The 1944-45 edition of the *Educational Directory* is now complete.

Part I, Federal, State, and County Education Officers, prepared by Nolia D. Fraizer, contains the organization of the U. S. Office of Education, the Principal State School Officers of each State, the official designation and address of each, the names of all county and other local superintendents of schools, the executive officers of State Library Extension Agencies, and the principal officers of the education division, U. S. Indian Service. This publication is based on the latest information available from each State at the time of going to press.

Part IV, Educational Associations and Directories, was prepared by Luanna J. Bowles. It lists the names and addresses of presidents and secretaries of National and sectional educational associations, State educational associations, educational foundations and boards, religious educational associations, State Congresses of Parents and Teachers, library associations, and international educational associations and foundations. Official publications and their frequency of issue are shown. Directories and yearbooks are listed with short annotations.

The *Educational Directory*, published each year by the U. S. Office of Education in four parts, is widely used by Government agencies and school administrators. Part II, containing the names of city school officers, prepared by Mary Ella W. Banfield, and Part III, prepared by Ella B. Ratcliffe and Elsie J. Smith, listing all institutions of higher education, complete the set. In previous years the four parts were issued in one volume, but for the past several years they have been available only as separate parts.

The four parts of *Educational Directory, 1944-45*, may be obtained from the Superintendent of Documents, U. S. Government Printing Office,

Washington 25, D. C., at the following prices: Part I, 10 cents; Part II, 15 cents; Part III, 20 cents; Part IV, 10 cents.

MATERIALS ABOUT UNRRA

The United Nations Relief and Rehabilitation Administration, 1344 Connecticut Avenue, Washington 25, D. C., has issued a number of pamphlets for use by teachers, speakers, social workers, discussion leaders, and students of international relations. Some of the items available for free distribution in quantity are the following:

UNRRA: Organization, Aims and Progress (Revised June 1945), a 34-page pamphlet, including charts, list of recommended readings, and list of films on UNRRA subjects.
Out of the Chaos, a shorter description of UNRRA's organization and operations, 18 pages, illustrated.

UNRRA in Outline, and Up-to-Date, a 4-fold leaflet giving brief answers to basic questions, revised frequently.

UNRRA Monthly Review, a multilithed periodical containing information about current operations.

A speaker's kit of these and similar materials, with outlines for speeches, reprints, and quotations, is available to speakers.

PROFESSIONAL LITERATURE

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- GESELL, ARNOLD, in collaboration with CATHERINE S. AMATRUDA. *The Embryology of Behavior: The Beginning of the Human Mind*. New York and London: Harper and Brothers, 1945.
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- HERLIHY, LESTER B. *Statistics of Nonpublic Elementary and Secondary Schools, 1940-41*. (Vol. II, Chap. IX, Biennial Surveys of Education in the United States, 1938-40 and 1940-42.) Washington: Federal Security Agency, United States Office of Education, 1945.
- HUDSON, HOYT L. *Educating Liberally*. Stanford University: Stanford University Press, 1945.
- INTERNATIONAL EDUCATION ASSEMBLY (SECOND), Hood College, Frederick, Maryland. *Education for a Free Society*. Frederick, Maryland: Published by Hood College, 1944. Available free from *The School Executive*, 470 Fourth Avenue, New York City.
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- KLEIN, D. B. *Mental Hygiene: The Psychology of Personal Adjustment*. New York: Henry Holt and Company, 1944.
- LYLE, GUY R. *The Administration of the College Library*. New York: The H. W. Wilson Company, 1944.
- WILLIAMS, L. A. *Secondary Schools for American Youth*. New York: American Book Company, 1944.
- YALE, JOHN R. *How to Build an Occupational Research Library*. Chicago: Science Research Associates, 1944.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires
Fred W. Smith, President, Ventura	1948
Byron H. Atkinson, Glendale	1949
William L. Blair, Pasadena	1948
Eugene T. Broderick, San Francisco	1946
Ralph T. Fisher, Oakland	1947
C. J. Haggerty, San Francisco	1949
Mrs. E. T. Hale, San Diego	1946
Gilbert H. Jeriberg, Fresno	1947
Joseph P. Loeb, Los Angeles	1947
Mrs. E. K. Strong, Stanford University	1948

Walter F. Dexter, Secretary and Executive Officer

Mrs. Florence B. Argall, Assistant Secretary

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Walter F. Dexter, Superintendent of Public Instruction and Director of Education

Beryl Cole, Administrative Assistant

Alfred E. Lentz, Administrative Adviser

Henry M. Lynn, Department Accountant

George E. Hogan, Deputy Superintendent of Public Instruction

Joel A. Burkman, Assistant Director of Education

Frank B. Lindsay, Assistant Superintendent of Public Instruction and Chief of Division of Secondary Education

Lawrence B. White, Assistant Chief of Division of Secondary Education

Irene Taylor Heineman (Mrs.), Assistant to the Superintendent of Public Instruction, 311 California State Building, Los Angeles

Hubert C. Armstrong, Chief of Division of Research and Statistics

Helen Heffernan, Chief of Division of Elementary Education

Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance

George C. Mann, Chief of Division of Adult and Continuation Education*

Leo Jones, Chief of Bureau of Continuation Education, 311 State Building, Los Angeles

W. H. Orion, Chief of Division of Physical and Health Education*

Verne S. Lendreth, Chief of Division of Physical and Health Education, 311 State Building, Los Angeles

Winifred Van Hagen, Chief of Bureau of Physical Education for Girls

Francis Noel, Chief of Division of Audio-Visual Education

Chas. Bursch, Chief of Division of Schoolhouse Planning

Doyt Early, School Architect*

William Koblik, School Architect

Ralph R. Boyden, Wartime Child-Care Services, 1206 Santee Street, Los Angeles

Charles D. Gibson, Field Representative, 311 State Building, Los Angeles

Ivan R. Waterman, Chief of Division of Textbooks and Publication

W. S. Dyas, Chief of Bureau of State Printed Textbooks

Raymond C. Perry, Chief of Division of Credentials*

Herschel S. Morgan, Credentials Technician

Isaac B. Mayers, Assistant Credentials Technician

Ethel Macpherson, Assistant Credentials Technician

Irma Brownstone, Assistant Credentials Technician

Mabel R. Gillis, State Librarian, Chief of Division of Libraries

Eleanor H. Morgan, Assistant Librarian

Julian A. McPhee, Director of Vocational Education, and President of The California Polytechnic School

Byron J. McMahon, Chief of Bureau of Agricultural Education

Ira W. Kibby, Chief of Bureau of Business Education

Bertha V. Akin, Chief of Bureau of Homemaking Education

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